

Missouri Assessment Program



Examiner's Manual

Overview

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This manual has been constructed so that an Examiner who administers more than one content area need not read portions of this manual more than once. Steps 1 through 8 and Steps 10 through 12 contain the same information across all content areas. Step 9 of this manual contains test administration directions specific to the content area identified on the front cover of this manual.

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The **Missouri Assessment Program (MAP)** is one of several educational reforms mandated by the Outstanding Schools Act of 1993. As a result of this Act, the State Board of Education directed the Missouri Department of Elementary and Secondary Education to identify the knowledge, skills, and competencies that Missouri students should acquire by the time they complete high school and to assess student progress toward those academic standards. The Department worked with teachers, school administrators, parents, and business professionals from throughout the state to develop the Show-Me Standards. The Department has worked with the same constituencies to develop an assessment system that will evaluate students' proficiencies represented by the Show-Me Standards.

The Spring 2004 MAP includes the following assessments:

Required

Communication Arts Assessment for Grades 3, 7, and 11
Mathematics Assessment for Grades 4, 8, and 10

Voluntary

Science Assessment for Grades 3, 7, and 10
Social Studies Assessment for Grades 4, 8, and 11

Each assessment could require three to five hours of test administration time and may include any of three types of test items: selected-response items, constructed-response items, and performance events (including writing prompts).

The **selected-response (also known as multiple-choice)** items present students with a question followed by three or four response options. For the Communication Arts and Mathematics Assessments, the selected-response items in Session 3 are taken from the survey edition of *TerraNova, The Second Edition*, a nationally normed test developed by CTB/McGraw-Hill. For the Science and Social Studies Assessments, Session 3, Part 1, is from *TerraNova*.

The **constructed-response** items require students to supply (rather than select) an appropriate response. Students are asked to show their work in answering questions. In addition to measuring students' content knowledge, constructed-response items provide information about how students arrive at their answers.

The **performance events** used in Missouri's statewide assessment require students to work through more complicated items. Performance events often allow for more than one approach to get a correct answer. The advantage of this type of assessment is that it provides insight into a student's ability to apply knowledge and understanding in real-life situations.

The writing prompt, a special type of performance event that appears in the Communication Arts Assessment, is an open-ended item that requires students to demonstrate their writing proficiency. Writing is scored holistically using a four-point scoring guide.

The Department uses the information obtained through MAP to monitor the progress of Missouri's students in meeting the Show-Me Standards, to inform the public and the state legislature about students' performance, and to help make informed decisions about educational issues. The information obtained through MAP provides data that help improve the services provided to each student in the state.

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STEP 9 IS NOT PROVIDED IN THIS VERSION

**It is important to read the entire manual
prior to administering the test.**



Fill In Special Codes Information

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Students Not Tested in the
Content-Area Assessments

Page 35



Assemble Materials for Return

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Glossary of Terms

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Carbonless Paper	Carbonless paper is optional and is being made available for teachers to capture student responses on released items (for intermediate school and high school only). Specific instructions regarding the use of carbonless paper are included in this Examiner's Manual. NOTE: Carbonless paper must be removed from test books before they are returned to CTB/McGraw-Hill for scoring. Carbonless paper must be ordered through CTB/McGraw-Hill.
Content-Area Label	There are five content-area labels. These labels are placed on the front of the large white envelopes to identify which content areas are included. Content-area labels include Communication Arts, Mathematics, Science, Social Studies, and Unused Books (unused test books).
Department of Elementary and Secondary Education (DESE)	The Assessment Section of the Missouri Department of Elementary and Secondary Education can be reached at 1-800-845-3545.
District Test Coordinator (DTC)	The District Test Coordinator receives, checks, distributes, collects, assembles, and ships district testing materials.
Early Return Testing	Schools participating in Early Return Testing will have been notified by the Missouri Department of Elementary and Secondary Education. To arrange return shipment of Early Return Testing materials, please contact CTB/McGraw-Hill no later than April 23, 2004. See "State Scaling Sample" on Page 3.
Examiner's Manual	Each Examiner's Manual provides specific test administration instructions for a specific content area. Examiner's Manuals are included with the shipment of test books. Examiner's Manuals are updated annually, so it is important for all Examiners to read and follow the manual for the current year.
Group Information Sheet (GIS)	The GIS provides CTB/McGraw-Hill with testing group data that will appear on your reports. One GIS is provided for each testing group in each content area.
Homebound Students	Homebound students may be tested at home or at school depending on their disabilities and the discretion of the district. Examiners of homebound students should receive training in the administration of the MAP. Examiners are responsible for ensuring the security of testing materials between testing sessions and for returning testing materials to the School Test Coordinator.
Home School Students	Home school students may take part in the MAP per the local district's discretion. Home school students participating in the MAP must take the MAP assessments at the local school.

Large Print and Braille	Student responses in both Large Print and Braille edition test books must be transcribed to a regular edition test book in order for that student to receive a MAP score. After the Examiner transcribes student responses to a regular edition test book, the Large Print and Braille test books should be marked “Contents transcribed to a regular test book. DO NOT SCORE” and returned to CTB/McGraw-Hill with the unused testing materials. Please follow instructions in the Test Coordinator’s Manual for packaging and shipping the regular testing materials to CTB/McGraw-Hill.
Large White Envelopes	Large white envelopes are provided to each Examiner. After testing, each testing group’s materials should be organized according to the directions in Step 12 of this Examiner’s Manual and placed in the large white envelopes for return to CTB/McGraw-Hill.
Level Not Determined (LND)	<p>This designation is for students who do not receive a MAP score for any one of the following reasons:</p> <ul style="list-style-type: none"> (a) A test book is completed in ink. Answers written in ink cannot be scanned or scored. (b) A Student Information Form (SIF) is returned to CTB/McGraw-Hill without a test book. SIFs must be placed inside completed test books. (c) A student does not attempt any items in one or more sessions of the MAP. A valid attempt must be made on all sessions of the test. A valid attempt is defined as one item answered in Session 1, one item answered in Session 2, and five items answered or one correct answer in the nationally normed test section of Session 3. To ensure that all special education students qualify as making a valid attempt on the MAP, special education teachers should contact their Test Coordinator to obtain a list of embedded field test items. (For more information, see “Valid Attempt” on Page 4.) (d) A student takes the MAP Alternate, and the MAP Alternate bubble is filled in on the SIF. (e) A student’s test is invalidated. This is recorded under “Invalidation” in the Special Codes section on the inside back cover of each test book and is only used when the student has cheated.
Manipulatives	Punch-out manipulatives are provided for Mathematics, all grades, and Science, Grades 3 and 10 only. These include items such as rulers, protractors, and other objects.
MAP School Building Survey	The MAP School Building Survey provides CTB/McGraw-Hill with information used to account for all students in a school. This information is forwarded to DESE.
Missouri Assessment Program Service Line	Questions regarding the Spring 2004 testing administration of the MAP can be answered by calling 1-800-544-9868, 7:30 A.M.–7:30 P.M., Central Time, and selecting option “1.”
No. 2 Pencil	Ensure that all students use a No. 2 pencil. MAP assessments are scored electronically. If a student uses ink to mark the test, the student will not receive a MAP score because ink cannot be imaged.
Pre-coded	“Pre-coded” refers to machine-scannable bubbles that are mechanically filled in by CTB/McGraw-Hill.
Reference Sheets	Reference sheets are provided, separate from the test books, for Mathematics in Grades 8 and 10.

Regular Return Testing	To arrange return shipment of Regular Return Testing materials, please contact CTB/McGraw-Hill no later than May 3, 2004. For information on how to contact CTB/McGraw-Hill, refer to “Schedule Testing Material Pickup Online” in Step 10 of the 2004 Test Coordinator’s Manual.
School/Group List	The School/Group List is CTB/McGraw-Hill’s way of double-checking that all testing materials have been received. This form can be photocopied as needed.
School Test Coordinator (STC)	The School Test Coordinator distributes testing materials to Examiners, collects and checks materials, and forwards them to the DTC for shipping.
Security Barcode	All MAP test books carry a unique security barcode number on the front cover in the lower right-hand corner directly above “Spring 2004.” The barcode is used to number each book consecutively and to track test books shipped to the districts. Test books returned to CTB/McGraw-Hill will be inventoried, and missing books will be reported to DESE by barcode number and district name.
Security Barcode Verification Form	The Security Barcode Verification Form is used for the purpose of tracking test books to ensure a 100% rate of return and/or accountability. Copies of the form are shipped to the District Test Coordinator in the Test Coordinator’s Packet for distribution to the School Test Coordinator.
Security Barcode Verification Form Instructions	The Security Barcode Verification Form Instructions provides directions and guidelines to the District Test Coordinator and the School Test Coordinator regarding the use of the Security Barcode Verification Form.
Shipping Labels	Color-coded shipping labels are provided with the Test Coordinator’s Packet.
Special Codes Section	The Special Codes section is located on the inside back cover of each student test book. This section captures the following information: Accommodation Codes, Special Education, Invalidation, and Absent.
State Scaling Sample	The State Scaling Sample is developed from the data collected from the Early Return Testing results. It is used to calibrate items and create the Missouri scale, which is in turn used to score the test books. See “Early Return Testing” on Page 1.
Student Identification Sheet (SIS)	The SIS is located on the back cover of each student test book. This sheet captures biographical information about each student.
Student Information Form (SIF)	The SIF is a separate form that captures almost the same information as the SIS. It may be pre-coded if your district participated in pre-coding services. Blank SIFs can be used for the following cases: capturing information for MAP Alternate students and replacing torn or damaged SISs or incorrectly pre-coded SIFs. A completed or blank SIF will always override an SIS when inserted inside the front cover of a student test book. If an SIF is used and not inserted in the test book, the student will receive two MAP scores; one will be an LND designation. See “Level Not Determined” on Page 2. Use only SIFs for the current year.

Test Coordinator's Manual

The Test Coordinator's Manual describes both the DTC's and the STC's roles in the MAP test administration.

Testing Group

When an Examiner administers the MAP to a group of students, that group is considered a testing group. A Group Information Sheet (GIS) must be completed for each testing group. For data analysis purposes, reports will reflect testing group information as indicated on the GIS by the local district. In addition, School Test Coordinators need to ensure that every GIS completed for their schools has an entry on the School/Group List. See "School/Group List" on Page 3.

Valid Attempt

A valid attempt is the minimum effort required to receive a reportable MAP score. Special Education students who do not qualify for the MAP Alternate still need to take the MAP. If it is stipulated in the IEP, teachers may preview a test book and preselect items for students to attempt. However, to ensure that these students receive a MAP score, teachers need to select, at a minimum, one item from Session 1, one item from Session 2, and five items from the nationally normed test section of Session 3. **Do not select embedded field test items.** Contact your District Test Coordinator for a list of embedded field test items. For more information regarding valid attempt, see "Level Not Determined" on Page 2.



CHECK YOUR TESTING MATERIALS

Check to be sure you have the following materials. If any materials are missing, notify your Test Coordinator.

For the Examiner

- Examiner's Manual
- test books
- one Group Information Sheet (GIS)
- large white envelope(s)
- color-coded content-area labels for the large white envelopes
- Do Not Disturb sign (not provided)
- extra pencils with erasers (not provided)
- extra scratch paper (not provided)

For each student

- test book
- punch-out manipulatives for Mathematics, all grades, and Science, Grades 3 and 10 only (provided separately)
- Mathematics reference sheet for Grades 8 and 10 only (provided separately)
- scratch paper for Session 3, Mathematics only (paper not provided)
- extra paper for Session 2, Communication Arts (paper not provided for the prewriting activity or the draft copy of the writing subtest)
- No. 2 pencil with eraser (not provided)—**ink may not be used for any of the assessments**
- extra erasers (not provided)

TOOLS

The following guidelines explain specific rules for using tools. Please ensure that all MAP-content-related information is covered or removed before MAP testing.

Communication Arts

- Students at the elementary level may use a dictionary **only** for Session 2. Students at the intermediate and high school levels may use a dictionary, thesaurus, and grammar handbook **only** for Session 2. **These tools should not be available for any other session of the test.**
- Students at the elementary level may be provided with book markers (such as paper strips or index cards) to be placed in test books.

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No. 2 pencils must be used for all assessments. Answers written in ink cannot be scored.

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Prior to testing, the SIS on the back cover of each student's test book or a current year SIF must be completed for accurate reporting. (See Step 7, Page 13.)

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TEST BOOKS

Students at all grades write their answers directly in the test books for all sessions.

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TOOLS

Test questions have been designed and adequate time has been provided so that using any tools will not offer any particular advantage.

If you have any questions about using a specific tool provided by the district for testing, contact your Test Coordinator. The only materials to be provided by the district are listed at left.

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Mathematics

- Calculators are **not** allowed at the elementary level during any session.
- If your school has chosen to use calculators at Grades 8 and 10, please note that students may **not** use calculators for the first section of **Session 3**. If calculators are allowed for the **other** parts of the test, students should be told in advance and given access to a calculator.

Science

- Calculators are **not** allowed for the Science Assessment.
- Punch-out rulers are needed and provided for Grades 3 and 10 only.

Social Studies

- No tools may be used for the Social Studies Assessment.
- Make sure all classroom maps are out of view during the testing time.

SECURITY

School personnel responsible for the MAP testing must ensure that all testing materials are secure at all times. No testing materials may be photocopied, duplicated, or made accessible to personnel not responsible for testing. Teachers should not see test books prior to the test administration. When not in use, test books must be kept in a locked room or cabinet in the school building to prevent unauthorized access. All test books must be returned to the STC after the MAP is administered. Your STC will provide you with specific instructions regarding security and inventory procedures.

Security Barcode

The Missouri Assessment Program (MAP) test books are secure materials. All test books, including Large Print and Braille editions, are barcoded for security and inventory purposes. A unique security barcode number, which is located on the front cover of every MAP test book in the lower right-hand corner directly above "Spring 2004," is used to number each book consecutively and track inventory shipped to the districts. Test books returned to CTB/McGraw-Hill will be inventoried, and missing books will be reported to DESE by inventory barcode number, district name, and school name. This section is designed to help District Test Coordinators (DTCs), School Test Coordinators (STCs), and Examiners inventory MAP test books and ensure a 100% rate of return of all test books to CTB/McGraw-Hill.

Roles and Responsibilities

The security barcode inventory is a shared responsibility among the DTCs, STCs, and Examiners. Please read and review the roles and responsibilities of the DTC, STC, and Examiner below to be sure that you have a thorough understanding of the inventory process.

District Test Coordinator

Each school's shipment will include a packing list that shows the start and end serial numbers (range) for each shrink-wrapped bundle of test books. The DTC

is responsible for confirming the start and end barcode numbers (range) for each shrink-wrapped bundle of test books and matching them against the number ranges provided on the packing list. The DTC will initial the appropriate column on the Security Barcode Verification Form for each school. The DTC will also make a copy of the Security Barcode Verification Form for each STC and complete the appropriate portion of the form before providing the form to the STC. The form(s) will be returned to the DTC with the test books. The forms, along with any supporting documentation, will be placed in Box 1 of each school's return shipment. Any security barcode discrepancies should be reported to DESE and CTB/McGraw-Hill. For more information, please see the Security Barcode Verification Form Instructions, located in the District Test Coordinator's folder.

School Test Coordinator

The STC is responsible for the inventory of all test books for a school, both before distributing the test books to the Examiners and before returning the testing materials to the DTC following the test administration. The DTC will provide the STC with a Security Barcode Verification Form to track the test books. The STC will complete and maintain the form to help account for a 100% rate of return of test books from the Examiners. The STC will return the Security Barcode Verification Form and any documentation concerning missing test books to the DTC.

Examiner

It is the Examiner's responsibility to account for all test books provided by the STC. The Examiner is responsible for a 100% rate of return of all used and unused test books to the STC. The Examiner should count the books prior to test administration. After test administration, the Examiner should count the test books and compare the number with the pretest figure. The Examiner must collate the test books in sequential barcode order to identify missing test book(s) only if there is a discrepancy between the pretest and post-test totals. The Examiner **must** notify the STC of any pretest and/or post-test discrepancies.



PLAN YOUR TESTING SCHEDULE

- Review the test directions in the Examiner's Manual in advance. Test books are secure and may **not** be reviewed before testing. The only exception is that Special Education teachers may preview test books, per the IEP, to select items for students to attempt. For more information, please see "Valid Attempt" on Page 4.

Be sure all students have completed the SIS on the back cover of their test book or an SIF prior to testing.

If a student misses any session of the MAP test, arrange a makeup session.

- Allow sufficient time to complete the SIS or SIF before administering the assessment. Each student's test book must have either the SIS or SIF completed. If a student is absent when the SIS is filled out, the Examiner should fill out the SIS for the student. Examiners must complete the SIS or SIF for all students in Grade 3.
- Administer the test, if possible, during the middle of the week.
- Avoid testing on days just before or after vacations, important school functions, or holidays.
- Avoid testing just after students have had strenuous physical activity.
- Schedule testing to allow sufficient time to complete a test session. **It is important that each test session be completed in one day.** No single test session should be administered over two or more days.
- Observe timing guidelines.
- Read oral directions at a moderate, steady pace.
- Call time if all students complete a session early. **NOTE: For Sessions 1 and 2, if a student has not finished in the allotted time and is making adequate progress, the student should be allowed to finish. This also applies to Part 2 of Session 3 of the Science and Social Studies Assessments.**
- Breaks are optional and should only be taken at times specified within the testing guidelines in Step 9.

Working with Proctors

Plan on allocating one proctor for every 20 students in excess of 30. (For example, 50 students would need 1 Examiner and 1 proctor.)

Review your plans with proctors prior to testing. Proctors can help you

- arrange the testing room
- fill in SISs or SIFs
- distribute testing materials
- make sure students are working in the correct place
- discourage talking or sharing of answers
- collect testing materials at the end of the session

Accommodations

- Modifications for IAP (504), IEP, and LEP students are discussed in Step 10, under the heading "How to Fill In the Special Codes Section," Nos. 1 and 2, of this Examiner's Manual.

TESTING SCHEDULE

Each content area of the Missouri Assessment Program (MAP) could require between three and five hours of classroom time, depending on the individual student’s ability. Each test is divided into three sessions. Each session **must** be administered on a different day.

Communication Arts and Mathematics

Sessions 1 and 2

Estimated testing times for Sessions 1 and 2 are given in the chart on Page 10. These times are only a guide for planning the testing sessions. If all students finish before the estimated time, the session may be ended early. **Students who have not completed Sessions 1 and 2 within the estimated testing time should be given additional time to finish the test during the administration of that session.**

Session 3

Session 3 will provide norm-referenced information and is the only timed portion of the MAP. Session 3 for Communication Arts, Grade 3 **only**, has Parts 1 and 2, and both parts are timed. **The testing times indicated for Session 3 should be strictly observed.**

Science and Social Studies

Sessions 1 and 2

Estimated testing times for Sessions 1 and 2 are given in the charts on Page 10. These times are only a guide for planning the testing sessions. If all students finish before the estimated time, the session may be ended early. **Students who have not completed Sessions 1 and 2 within the estimated testing time should be given additional time to finish the test during the administration of that session. Each test session must be completed on the day it was started.**

Session 3

Session 3, Part 1, will provide norm-referenced information and is the only timed portion of the MAP. **The testing times indicated for Session 3, Part 1, should be strictly observed.**

Estimated testing times for Session 3, Part 2, are also given on the chart on Page 10. These times are only a guide for planning the testing session. If all students finish before the estimated time, the session may be ended early. **Students who have not completed Session 3, Part 2, within the estimated testing time should be given additional time to finish the test during the administration of that session.** Please be sure to fill in the appropriate special codes and accommodation codes from Step 10 for students authorized to receive accommodations.

.....
Tests should be administered according to the specific directions.
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.....
Each testing session must be completed **in one day** and not administered over two or more days.
.....
.....
Teachers who are preselecting items for Special Education students should refer to “Valid Attempt” on Page 4.
.....

TESTING SCHEDULES (in minutes)

COMMUNICATION ARTS			
Day 1			
SIS or SIF		10	
Session 1		<u>60 to 90</u>	
		70 to 100	
Day 2			
Session 2		60 to 90	
Day 3			
Session 3, Grade 3	Part 1	27 (timed)	
	Part 2	<u>34 (timed)</u>	
		61 (timed)	
Session 3, Grade 7		52 (timed)	
Session 3, Grade 11		54 (timed)	

SCIENCE			
Day 1			
SIS or SIF		10	
Session 1		<u>45 to 100</u>	
		55 to 110	
Day 2			
Session 2		50 to 95	
Day 3			
Session 3, Grade 3	Part 1	20 (timed)	
	Part 2	<u>45 to 65</u>	
		65 to 85	
Session 3, Grades 7 and 10	Part 1	25 (timed)	
	Part 2	<u>30 to 55</u>	
		55 to 80	

MATHEMATICS			
Day 1			
SIS or SIF		10	
Session 1		<u>55 to 90</u>	
		65 to 100	
Day 2			
Session 2		55 to 90	
Day 3			
Session 3	First Section	10 (timed)	
	Second Section	<u>30 (timed)</u>	
		40 (timed)	

SOCIAL STUDIES			
Day 1			
SIS or SIF		10	
Session 1		<u>45 to 90</u>	
		55 to 100	
Day 2			
Session 2		45 to 90	
Day 3			
Session 3	Part 1	25 (timed)	
	Part 2	<u>40 to 60</u>	
		65 to 85	

Each session of the MAP must be administered in a single sitting.

The estimated testing times do not include suggested break times.

STEP 3

ORGANIZE YOUR CLASSROOM

- Plan for the distribution and collection of materials.
- Plan seating arrangements. Allow enough space between students to prevent the sharing of answers.
- Eliminate distractions such as bells or telephones.
- Use a Do Not Disturb sign on the door of the testing room.
- Make sure classroom maps, charts, and any other materials that relate to the content area of the test are out of the students' view.
- When administering the timed test portion of Session 3, write on the board the starting and stopping times for the test.

STEP 4

PREPARE YOUR STUDENTS

- Help students approach the testing in a relaxed, positive way.
- Encourage and motivate your students to put forth their best effort.
- Explain that the purpose of taking this test is to find out which concepts have been mastered and which concepts need further development.
- Point out that some items may be more difficult than others and some material may be new to students; they are not expected to know all the answers. For most of the questions, partial credit may be earned.
- Explain that if an item is very difficult, it may be wise to skip it and go on to the next item as long as all items are answered before the test books are collected.
- Reassure students they will be given ample time to do their best.

.....
Help students do their best by presenting
the testing experience in a positive way.
.....

STEP 5

USE STANDARDIZED TESTING PROCEDURES

Following the instructions exactly ensures similar testing conditions in all classrooms. Do **not** paraphrase test directions. Test directions should be read exactly as written.

Session 3 of all four content-area assessments includes standardized tests that provide norm-referenced information. All of Session 3 in the Mathematics and Communication Arts Assessments is standardized. Part 1 of Session 3 in the Science and Social Studies Assessments is standardized. To ensure that test results are valid, reliable, and equitable, standardized tests are always administered with the same directions and time limits and scored with the same scoring criteria. If the tests are not administered with the same procedures used when the test was standardized, valid conclusions cannot be drawn from the test results.

- Be sure students understand the directions and the way to mark answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices. Do not assist students with any question other than to ensure that they understand the directions.
- Encourage students to attempt all items. Tell them to read each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

Fill in the appropriate accommodation code(s) for students authorized to receive accommodations.

If the test is administered with accommodations as a result of an IAP or IEP, the Accommodation Codes grid must be completed in the Special Codes section, which is located on the inside back cover of each test book. Information about appropriate accommodation codes is located in Step 10.

STEP
6

LARGE PRINT AND BRAILLE

Accommodations are necessary when administering the test to visually impaired students. It is very important to code accommodations for visually impaired students on the Special Codes grid located on the inside back cover of the test book. Please see Step 10 for the appropriate accommodation.

Students who take the Braille edition of the MAP use a brailleing device called a "Braille." Students who take the Large Print edition mark their responses directly in the Large Print edition test books. Student responses in both Large Print and Braille edition test books must be transcribed verbatim to a regular edition test book in order for that student to receive a MAP score.

Examiners should obtain a regular edition test book and an Examiner's Manual to use as a reference while administering the Large Print and Braille editions of the assessment to visually impaired students.

After the Examiner transcribes student responses into regular edition test books, the cover of the Large Print and Braille edition test books should be marked **"Contents transcribed to a regular test book. DO NOT SCORE"** and returned to CTB/McGraw-Hill with the unused test books.

STEP
7

BEFORE TESTING

Distribute the test books. Ensure that all students have a No. 2 pencil. Have the students print their names on the front cover of their test books.

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IMPORTANT: Punch out all the
manipulatives prior to testing.
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STUDENT IDENTIFICATION INFORMATION

The student identification information can be captured on either of the following forms:

- The Student Identification Sheet (SIS) is on the back cover of the test book.
- The Student Information Form (SIF) is either pre-coded or blank. This form is a separate document. It is not located in the test book. Use only the current year SIF.

NOTE: Both the SIS and SIF capture student information. However, the SIF is the only form that captures MAP Alternate students. (See Step 11 for more information about MAP Alternate students.)

Any SIF—completed or blank—placed inside the test book will override the SIS on the back of the test book. If an SIS or SIF is badly torn or damaged, it will not scan properly. In such a case, all information must be transferred to a current SIF and inserted inside the front cover of the test book.

To account for all students, an SIS or SIF must be turned in for every eligible student. Refer to Step 10, No. 4, for detailed instructions on how to account for a student who has missed one or all sessions due to absence. Although the Science and Social Studies Assessments are voluntary, the same Missouri School Improvement Program (MSIP) accountability rules must be followed. Districts are required to account for every student eligible to participate in the Science and Social Studies Assessments, as well as the Communication Arts and Mathematics Assessments.

Grade 3

Examiners must complete the SISs or SIFs for students in Grade 3.

Grades 4 Through 11

Lead students through filling in the SIS on the back cover of their test books or the separate SIF. At the conclusion of testing, the SIS or SIF should be reviewed by the Examiner or the STC to ensure completeness and accuracy.

How to Fill in the Data Grids:

Refer to the sample SIS and SIF on Page 15 as you read Numbers 1 through 8 below.

1. STUDENT'S NAME: Print the last name, first name, and middle initial in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces.

Fill in the appropriate circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.

Use the board to show students how to fill in the SIS or SIF (e.g., write the school, teacher, and district names on the board for students to copy).

If the SIF is used and not inserted in the test book, the student will receive two MAP scores; one will be an LND designation. See "Level Not Determined" on Page 2.

The Absent section is found only in the Special Codes grid on the inside back cover of the test books. See Step 10, No. 4.

Be sure to complete an SIS or SIF for all students who are eligible for testing, whether they are tested or not.

2. Fill in the STUDENT ID NUMBER, if applicable. Begin with Column A.
3. Fill in the circle for FEMALE or MALE.
4. SCHOOL, TEACHER, DISTRICT: Print the school, teacher, and district names in the appropriate boxes. The school and district names should be written as listed in the Missouri School Directory.
- * 5. Instructions for how to code STUDENT STATUS are provided in Step 10.
6. Fill in the circle for RACE/ETHNICITY.
- * 7. Instructions for how to code SPECIAL EDUCATION INSTRUCTION are provided in Step 10.
8. BIRTH DATE: Fill in the appropriate circles in each column for the month, day, and year of birth. If a birth day is a single digit, be sure to fill in the first ZERO circle in the Day column.

.....

*Examiners or school personnel are responsible for completing the Student Status and Special Education Instruction grids after the last day of testing.

.....

Sample
Student
Identification
Sheet (located
on the back of
the test book)

County/District/School Code of
Residence Grid—
DO **NOT** COMPLETE unless
instructed to do so by the
District Test Coordinator.

Sample
Student
Information
Form
(separate
sheet—
pre-coded or
blank)

STEP 8

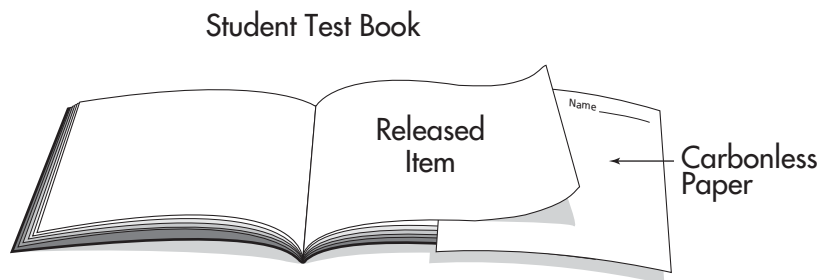
RELEASED ITEM RESPONSES

DESE has selected several items at the intermediate and high school levels of the MAP Communication Arts, Mathematics, Science, and Social Studies Assessments to release to Missouri teachers for classroom scoring. Student responses to these released items may be captured during the test administration using carbonless paper. Copies of the released items and scoring guides will be provided to the districts by DESE during the test administration. Items at the elementary level will not be released.

If your district has chosen to use carbonless paper to capture student responses for the released items in the MAP Communication Arts, Mathematics, Science, and Social Studies Assessments, the following guidelines must be observed.

- **Only** Mead Optica™ 17# Self-Contained Dark Blue Image Carbonless paper may be used. **Use of any other carbonless paper will cause smudging, which could delay reports for your district.**
- **Only** released items may be captured and scored. Violations of this stipulation will result in a review by DESE.
- **No** test items may be photocopied.

To capture student responses, simply place the sheet of carbonless paper, which has “Name” printed on it, face up behind each page containing a released item. See the example below.



To capture multiple-choice items, students should write the answer choice directly on the carbonless paper next to the correct item number.

Remember to remove all carbonless paper from the student test books before returning them to CTB/McGraw-Hill for scoring. If carbonless paper is returned to CTB/McGraw-Hill, it could delay the district's reports. All returned carbonless paper will be destroyed.

The following is a list of released items for the Spring 2004 Missouri Assessment Program.

SPRING 2004 MAP RELEASED ITEMS

COMMUNICATION ARTS	
Grade 7	Session 1—Items 13 and 15, Pages 17 and 19 Session 2—Writing Prompt, Pages 3–9
Grade 11	Session 1—Items 1 and 3, Pages 5 and 6 Session 2—Writing Prompt, Pages 3–9

MATHEMATICS	
Grade 8	Session 1—Item 2, Page 4 Session 2—Item 2, Page 4
Grade 10	Session 1—Item 9, Page 10 Session 2—Item 8, Page 10

SCIENCE	
Grade 7	Session 1—Items 5, 7, 8, and 13, Pages 5, 7, 8, and 11
Grade 10	Session 1—Items 2, 6, and 15, Pages 3, 5, and 10 Session 3—Item 30, Page 13

SOCIAL STUDIES	
Grade 8	Session 1—Items 1, 2, 3, 17, and 18, Pages 3, 12, and 13
Grade 11	Session 2—Items 5, 6, 7, 20, and 21, Pages 4, 5, 14, and 15

STEP 9 IS NOT PROVIDED IN THIS VERSION

STEP 10

FILL IN SPECIAL CODES INFORMATION

Special codes information is located in **three** places in the testing materials:
the Special Codes grid, the SIS, and the SIF.

The Special Codes grid, located on the inside back cover of each student test book, is to be coded by the Examiner **only after the last day of testing**.

The Special Codes grid includes Accommodation Codes, Special Education, Invalidation, and Absent boxes.

The following is a sample of the Special Codes grid:

SPECIAL CODES—TEACHER'S USE ONLY									
Accommodation Codes				Special Education		Invalidation			
Admin	Time	Resp	Set	Disability Diagnosis	Instructional Areas of IEP	Please see Step 10 of the Examiner's Manual for instructions to complete this field.			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Session 1	<input type="radio"/> Session 2	<input type="radio"/> Session 3	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Absent			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Absent Session 1			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Absent Session 2			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Absent Session 3			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Absent All 3 Sessions			

Additional special codes information can be found in the Student Status section on the SIS (located on the back cover of each test book) **and** on the SIF (a separate document that captures almost the same student information as the SIS). Both the SIS and the SIF include the Student Status and Special Education Instruction sections.

12999

STUDENT'S NAME Last First M.I.

Student Identification Sheet

STUDENT I.D. NUMBER

STUDENT STATUS
Fill in all that apply:

RACE/ETHNICITY
Fill in only one:

SPECIAL EDUCATION INSTRUCTION
Indicate the amount of instruction received (fill in only one):

COUNTY/DISTRICT/SCHOOL CODE OF RESIDENCE

BIRTH DATE

Female ☐ Male ☐

School

Teacher

District

SIS

12999

STUDENT'S NAME Last First M.I.

**Missouri Assessment Program
Student Information Form**

IMPORTANT! PLACE THIS SIDE UP UNDER FRONT COVER OF TEST BOOK

STUDENT I.D. NUMBER

STUDENT STATUS
Fill in all that apply:

RACE/ETHNICITY
Fill in only one:

SPECIAL EDUCATION INSTRUCTION
Indicate the amount of instruction received (fill in only one):

COUNTY/DISTRICT/SCHOOL CODE OF RESIDENCE

BIRTH DATE

Female ☐ Male ☐

School

Teacher

District

44620

SIF

NOTE: Student identification information and information in the Student Status and Special Education Instruction boxes must be captured on only **one** form—either the SIS or the SIF. **The SIF will override any information bubbled on the SIS if it is placed inside the front cover of the test book.**

.....

Any accommodations used that need to be marked "Other" should be addressed in the student's IEP.

.....

.....

Teachers who are preselecting items for Special Education students should refer to "Valid Attempt" on Page 4.

.....

HOW TO FILL IN THE SPECIAL CODES SECTION

1. Fill in the appropriate circle in each column for Accommodation Codes for IAP (504), IEP, and LEP students only. Fill in the circle that best represents the accommodation or the dominant accommodation under that heading. Definitions for accommodations for students with IEPs can be found on the DESE website http://www.dese.state.mo.us/divimprove/assess/MAP_Accommodations_Definitions.pdf. NOTE: Mark only one.

ACCOMMODATION CODES FOR IAP (504) AND IEP ONLY:

- **Administration Accommodations (Admin)**

- 01 Braille edition of assessment
- 02 Large Print edition of assessment
- 03 Using magnifying equipment
- 04 Oral reading of assessment
- 05 Signing of assessment (directions)
- 06 Paraphrasing
- 07 Using amplification equipment (e.g., hearing aid or auditory trainer)
- 08 Using assistive device
- 09 Using visual aids
- 10 Other

- **Timing Accommodations (Time)**

- 20 Extend time allotted to complete Session 3, Part 1
- 21 Administer test using more than three testing periods
- 22 Other

- **Response Accommodations (Resp)**

NOTE: Any use of an alternative response must be transcribed directly into the test book for scoring.

- 30 Using typewriter for responding
- 31 Using computer/word processor for responding
- 32 Pointing to response
- 33 Giving response orally
- 34 Giving response in sign language
- 35 Dictating to a scribe
- 36 Taping student response
- 37 Using Braille
- 38 Using communication device
- 39 Using calculator
- 40 Using abacus
- 41 Using arithmetic tables
- 42 Using graph paper
- 44 Other

- **Setting Accommodations (Set)**

- 50 Testing individually
- 51 Testing with small group

52 Testing with teacher facing student (hearing-impaired)

53 Other

ACCOMMODATION CODES FOR LEP ONLY:

These are the **only** accommodations allowed for LEP students:

- **Administration Accommodations (Admin)**

04 Oral reading of assessment (in English only and not permissible for Communication Arts, Sessions 1 and 3)

- **Timing Accommodations (Time)**

20 Extending time allotted to complete Session 3, Part 1

21 Other

- **Response Accommodations (Resp)**

33 Giving response orally (in English only)

43 Using bilingual dictionary

- **Setting Accommodations (Set)**

50 Testing individually

51 Testing with small group

2. Fill in the appropriate circle in each column for Special Education.

NOTE: Mark only one.

- **Disability Diagnosis (Primary Area Only)**

01 Specific learning disability

02 Speech impairment

03 Mental retardation

04 Emotional disturbance

05 Other health impairment

06 Hearing impairment

07 Language impairment

08 Partial sight

09 Blindness

10 Orthopedic impairment

11 Autism

12 Traumatic brain injury

13 Deaf/Blindness

14 Multiple disabilities

- **Instructional Areas of IEP (Primary Area Only)**

01 Speech/Language

02 Reading

03 Math

04 Spelling

05 Writing

06 Behavior/Social skills

07 Basic life skills/Activities of daily living

08 Multiple

3. Invalidation of a student's test is appropriate **only** if the student is discovered cheating. Neither a student's behavior during testing nor the judgment of a student's effort during testing will invalidate a student's test.

The School Test Coordinator and the Examiner must agree that a particular student's test should be invalidated based on the invalidation rule above.

The Examiner must provide the School Test Coordinator with the student's name, birth date, teacher, grade, school, content area, test session, and the reason the test session is being invalidated. To invalidate a student's test, the School Test Coordinator must fill in the appropriate circle in the Invalidation box located in the Special Codes section on the inside back cover of the test book. If the Invalidation box is not filled in, the test will **not** be invalidated. For each invalidated test, a test book and a completed SIS or SIF must be included with materials to be scored. Invalidated tests will **not** receive MAP scores.

4. Makeup sessions should be scheduled for students who are absent during one or more sessions of the MAP. If a student is absent for one or more testing sessions and cannot participate in makeup testing sessions, the procedures below must be followed:

1. Write the student's name on the front of an unused test book.
2. Complete an SIS or SIF for the student.
3. Fill in the appropriate circle in the Absent section in the Special Codes section located on the inside back cover of the test book.
4. Process as you would any other student's test.

To account for all students, a completed SIS or SIF must be turned in for **every** eligible student. Although the Science and Social Studies Assessments are voluntary, the same Missouri School Improvement Program (MSIP) accountability rules must be followed. Districts are required to account for every student eligible to participate in the Science and Social Studies Assessments.

HOW TO FILL IN THE STUDENT STATUS INFORMATION ON THE SIS AND SIF

1. Fill in the appropriate circles for Student Status. Fill in all that apply.

Examiners, leave the SES bubble blank. The School Test Coordinator is responsible for providing this information. The SES bubble is required coding for students receiving free/reduced-price meals.

All students should have the Title I bubble filled in if the building is in a schoolwide Title I program.

2. Fill in the appropriate circle for Special Education Instruction. Indicate the amount of instruction received daily. Be sure to mark only one circle.



Examiners or school personnel are responsible for completing the Student Status, County/District/School Code of Residence (if instructed to do so), and Special Education Instruction grids.



The following is a list of student status definitions:

Gifted A gifted student is any student who has been identified for and/or has participated in the district's formal gifted program.

H.S. Vocational This designation is for all students in Grades 9–12 who have completed or are currently taking a vocational technical education course **approved** by the Department of Elementary and Secondary Education Division of Vocational and Adult Education. Vocational courses **must** be from one of the following program areas: Agriculture, Business, Health Education, Marketing, Industrial Education, or Family and Consumer Science. Only the following H.S. Business courses are approved by the Business Program: Banking and Financial Services, Accounting I and II, Business Technology, Microcomputer Business Applications, E-Business, Desktop Publishing, Network Administration, Multimedia, Computer Programming, and Supervised Business Experience. Industrial Technology courses and all other Business courses should **not** be included. Approved vocational education courses may be taken either at the home school of the student or at the servicing area vocational school. Department-approved vocational programs can be viewed on the DESE website at www.dese.state.mo.us/divvoted/program_directory.htm.

IAP (504) An IAP (504) student is an Individual Accommodation Plan (IAP) student who is identified as disabled under Section 504 of the 1973 Rehabilitation Act and **not** under the Individuals with Disabilities Education Act (IDEA). An IAP (504) student does not have an Individualized Education Program (IEP).

IEP An Individualized Education Program (IEP) student is a student who is eligible under IDEA and has an IEP.

In Building Less Than a Year A student is considered in building less than a year if that student was not part of the September enrollment (last Wednesday in September) for that school year.

In District Less Than 18 Months A student is considered in district less than 18 months if the student was enrolled after the January membership count (last Wednesday in January) of the preceding school year. **The collection of this information is optional for those school districts that want to capture student mobility data.**

In District Less Than a Year A student is considered in district less than a year if that student was not part of the September enrollment (last Wednesday of September) for that school year.

LEP (1st– 3rd Year in USA) This is a designation for Limited English Proficient (LEP) students (receiving services or not receiving services) in their first, second, or third year in the United States. The district is required to test these students. The test results will be included in Adequate Yearly Progress (AYP) calculations, but will not be included in the accountability measures for the Missouri School Improvement Program (MSIP). LEP students not included in the September enrollment for the school year will be excluded for the purpose of AYP calculations, in the same manner as non-LEP students. The designation for this group will change to English Language Learners (ELL) in 2005.

LEP (Not Receiving Services) This is a designation for LEP students whose native languages are other than English and who are from other countries or whose home environments include languages other than English. Their English language proficiency is comparable to or above that of grade and age peers. These students do **not** receive differentiated instruction to address their English language proficiency but should still be designated as LEP. Test results will be included in the AYP calculations. The designation for this group will change to English Language Learners (ELL) in 2005.

LEP (Receiving Services) This is a designation for LEP students whose native languages are other than English and who are from other countries or whose home environments include languages other than English. Their English language proficiency is below that of grade and age peers. These students receive differentiated instruction to address their English language proficiency. The district is required to test these students. Test results will be included in the AYP calculations. The designation for this group will change to English Language Learners (ELL) in 2005.

MAP Alternate (MAP-A) A MAP-A student is one whose IEP team has determined that the student is eligible for the MAP Alternate (MAP-A) Assessment. The MAP-A portfolio is submitted in Grades 4, 8, and 11. However, an SIF should be completed for each MAP-A-eligible student at the appropriate grade level assessed by the MAP (in Grades 3, 4, 7, 8, 10, and 11) regardless of whether the student is submitting a portfolio that particular year. Additionally, an SIF must be completed by the district of residence for all MAP-A-eligible students receiving services in the State Schools for Severely Handicapped, the Missouri School for the Deaf, the Missouri School for the Blind, or a Special School District.

Migrant A Migrant is a student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse, or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry, or pork processing plant.

SES This identifies students approved for free/reduced-price meals. For more information, see Pages 30 and 31 in this year’s Test Coordinator’s Manual.

Districts are now required to complete this information.

Title I This identifies a student who is receiving Title I services in a targeted assistance program. **All** students in a Title I schoolwide program should be designated as Title I. If the school building does **not** receive Title I funds, **none** of the students in that school building should be designated as Title I.

Voluntary Transfer (VTS) This identifies a student who is residing in the St. Louis City School District but who voluntarily enrolls in a St. Louis County School District.



STUDENTS NOT TESTED IN THE CONTENT-AREA ASSESSMENTS

All students must be accounted for when administering the MAP. The only students who are **not** required to take the MAP are those whose IEP teams have determined that MAP-A is the appropriate assessment. These students are coded as “MAP Alternate” on the SIF. This bubble is located in the Student Status grid of the SIF. The MAP-A bubble is for all MAP-A–eligible students in the grade levels and content areas assessed by the MAP content areas. This rule applies regardless of whether students are participating in the MAP-A this year. For example, if a MAP-A–eligible student is in the third grade, an SIF should be completed for Communication Arts and Science even though the student is not participating in MAP-A. Additionally, an SIF must be completed for those MAP-A–eligible students residing in your district who are attending school in another district (e.g., State Schools for the Severely Handicapped, Missouri School for the Deaf, Missouri School for the Blind, or a Special School District).

You do not need to assign a test book to MAP-A students; you need only to return a completed current year SIF for these students. Additional SIFs will be provided for these students. MAP-A students must also be accounted for in the MAP School Building Survey. Please do not insert SIFs for MAP-A students in the test books of other students.

STEP 12

ASSEMBLE MATERIALS FOR RETURN

After testing is complete, check all SISs, SIFs, Special Codes sections, and test books for the following:

- All student-identification information is complete and correct. The Birth Date section must be filled in properly. This information is used to verify student identity when other information is insufficient.
- All applicable Student Status and Special Education Instruction information is filled in according to instructions in Step 10.
- All circles that students intended to mark are filled in completely.
- All student responses written on the coding tracks in the margins of the pages are erased and transcribed verbatim onto the response lines.
- All stray pencil marks are erased.
- All erasures are complete without smudging.
- If an SIS or a pre-coded SIF is badly torn or damaged, it cannot be scanned. In such a case, all information must be transferred to a current SIF, which should be placed inside the front cover of the test book.
- If applicable, the information in the Special Codes section has been filled in accurately, as explained in Step 10.
- All test books are completed in No. 2 pencil. Test books completed in ink cannot be scored.

If a student completed the test in ink, all student responses must be transcribed in pencil to another test book for scoring.

- All carbonless paper and any other loose papers (except for an SIF) are removed from the test books. Any draft or scratch paper with item-related notes must be disposed of in a secure manner.
- If a student takes a test in two different books, please ensure that all student responses are transcribed verbatim into only one test book. The book containing the transcribed responses will be scored. Write on the front cover of the incomplete test book **"Contents transcribed to another regular test book. DO NOT SCORE"** and return with the unused test books.

• • • • •
Any stray lines or smudges from unclear erasures may have an impact on the scoring of the items.
• • • • •

- If you find missing, damaged, or upside-down pages in a test book, please ensure that all student responses, if any, are transcribed verbatim into another regular edition test book. A test book that contains missing, damaged, or upside-down pages should be marked appropriately on the front cover with a black marker. For example, write **“Missing Pages”** and **“Contents transcribed to another regular test book. DO NOT SCORE”** on the front cover of a test book with missing pages. Return the damaged books with your unused test books.
- If you find any alternative response sheets in the test books, for example, computer-generated responses, transcribe them verbatim into the test book. Alternative response sheets cannot be scored. For more information regarding response accommodations, please see Step 10 in this Examiner’s Manual.

Security Barcode

- The Examiner must count the number of test books (both used and unused) to determine if the total is the same as the pretest total.
- If there is a discrepancy between the pretest and the post-test totals, the Examiner must collate the test books in sequential barcode order before sending the books to the STC.
- The Examiner must provide information regarding any missing test books (including the missing test book barcode numbers) to the STC for inclusion on the Security Barcode Verification Form.

If you have any questions concerning this information, please contact CTB/McGraw-Hill via the Missouri Assessment Program Service Line (1-800-544-9868, option “1”) 7:30 A.M. to 7:30 P.M. Central Time.

COMPLETE AND CHECK GROUP INFORMATION SHEETS

The Group Information Sheet (GIS) provides data that will appear on your reports. **It is essential that a complete and accurate GIS be placed on top of each stack of test books whose scores are to be reported together.**

Some information may have been filled in (pre-coded) for you, while other information must be hand-entered. Check both the pre-coded and hand-entered material for accuracy. If any pre-coded information is not accurate, notify your Test Coordinator.

Please note that the GIS is a scannable document and cannot be photocopied. An example of the GIS is shown below.

Group Information Sheet

<div style="display: flex; justify-content: space-between; align-items: center;"> 1 2 3 4 </div>																																					
TEACHER NAME										SCHOOL NAME					Number Students Testing		GRADE																				
S M I T H D										A N Y S C H O O L E S					0 2 0		3																				
<div style="position: relative; height: 100px;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%) rotate(-45deg); border: 1px solid black; padding: 5px; font-weight: bold;">PRE-CODED</div> </div>										<div style="position: relative; height: 100px;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%) rotate(-45deg); border: 1px solid black; padding: 5px; font-weight: bold;">PRE-CODED</div> </div>					<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7		<input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/> 12+ <input type="radio"/> Ungraded																				
															SPECIAL CODES																						
															A B C D E F G H I J K L M N O P Q R S T U V																						
<div style="position: relative; height: 100px;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%) rotate(-45deg); border: 1px solid black; padding: 5px; font-weight: bold;">PRE-CODED</div> </div>										<div style="position: relative; height: 100px;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%) rotate(-45deg); border: 1px solid black; padding: 5px; font-weight: bold;">PRE-CODED</div> </div>					<div style="position: relative; height: 100px;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%) rotate(-45deg); border: 1px solid black; padding: 5px; font-weight: bold;">PRE-CODED</div> </div>		<div style="position: relative; height: 100px;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%) rotate(-45deg); border: 1px solid black; padding: 5px; font-weight: bold;">PRE-CODED</div> </div>																				
																			ORG-TP (CTB USE)										STRUC/ELEMENT # (CTB USE)								
																			M N O P Q R S T U V										W X Y Z								
<div style="position: relative; height: 100px;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%) rotate(-45deg); border: 1px solid black; padding: 5px; font-weight: bold;">PRE-CODED</div> </div>										<div style="position: relative; height: 100px;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%) rotate(-45deg); border: 1px solid black; padding: 5px; font-weight: bold;">PRE-CODED</div> </div>					<div style="position: relative; height: 100px;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%) rotate(-45deg); border: 1px solid black; padding: 5px; font-weight: bold;">PRE-CODED</div> </div>		<div style="position: relative; height: 100px;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%) rotate(-45deg); border: 1px solid black; padding: 5px; font-weight: bold;">PRE-CODED</div> </div>																				

Organization Name: MAP Spring 2004

Element/District Name: CENTRAL

SO #:

State: MO

CTB McGraw-Hill

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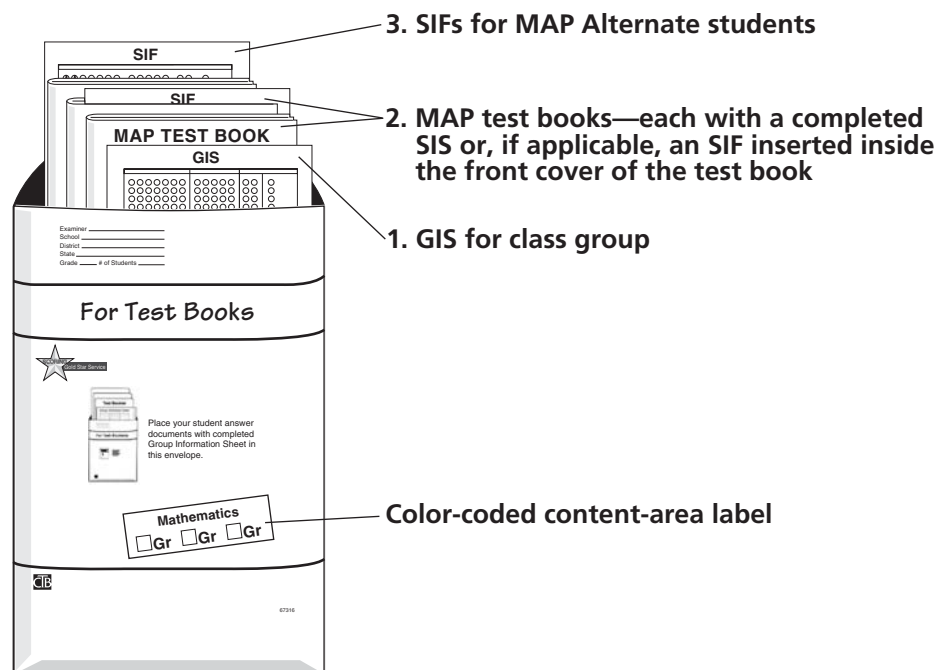
81119

<i>When you check this . . .</i>	<i>look for this:</i>
1 Teacher Name	The teacher's last name must be printed in the boxes, followed by the first name or initial, if needed. Under each box, the corresponding circle must be filled in.
2 School Name	In most cases, the school name has been pre-coded. If not, the school name must be printed in the boxes and the corresponding circles filled in.
3 Number Students Testing	<p>The number of students whose test books are grouped with this GIS must be printed in the boxes and the corresponding circles filled in. If applicable, be sure to include MAP Alternate students in your total. Use leading zeros, if needed. For example, to indicate 20 students, write and fill in 020.</p> <p>Remember, to account for all students, a completed SIS (located on the back of the test book) or a completed SIF must be turned in for every eligible student.</p>
4 Grade	The correct circle for the grade must be filled in.
5 Special Codes	This information has been pre-coded with the county, district, and school code numbers. The county code number is in columns A, B, and C. The district code number is in columns E, F, and G. The school code number is in columns I, J, K, and L.
6 Organization Name Element/District Name SO# State	This information has been pre-coded.

ORGANIZING MATERIALS

After the GISs have been checked for accuracy, place the following items in the large white envelope in the following order:

1. GIS for class group
2. MAP test books
3. SIFs for MAP Alternate students



If there is more than one envelope per Examiner, put the GIS in the teacher's first envelope with as many test books as will fit and all the MAP Alternate students' SIFs. (See Step 6 for the proper handling of the Large Print and Braille editions of the test books.) Each envelope will hold approximately 20 test books. If multiple envelopes are needed to hold large groups of books, the envelopes should be bundled together and marked on the front upper-left corner "1 of X," "2 of X," "3 of X," etc., with "X" being the total number of envelopes. The information requested on the front of the envelope must also be completed. Affix the appropriate color-coded content-area label on the front of the envelope.

IMPORTANT: Do **not** seal the envelopes. The District Test Coordinator will verify the contents before sealing the envelopes.

All unused test books should be placed inside a large white envelope. Place transcribed Large Print and Braille edition test books in the envelopes with the unused test books. Affix a black Unused Books label to the envelope.

The Examiner should provide the following materials to the School Test Coordinator:

- envelope(s) containing the GIS and test books with completed SISs and SIFs
- envelope(s) containing all unused test books, including the copy the Examiner used for test administration

Do **not** return manipulatives, reference sheets, Examiner's Manuals, carbonless paper, draft copies of the writing prompt (for Communication Arts), scratch paper (for mathematics), or extra envelopes to CTB/McGraw-Hill. Examiners may retain reference sheets, manipulatives, and any carbonless paper for use in the classroom.

Districts must contact CTB/McGraw-Hill to arrange a pickup of testing materials. Please refer to Step 10 of the 2004 Test Coordinator's Manual for further instructions. Contact CTB/McGraw-Hill no later than April 23, 2004, to arrange a pickup of Early Return Testing materials and no later than May 3, 2004, to arrange a pickup of Regular Return Testing materials. **Please note that the scheduled pickup time may be several days after you contact CTB/McGraw-Hill.**